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DEMOCRATIC

# GERMAN REPORT

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# "WE WARNED IN 1933 -WE WARN AGAIN TODAY"

In 1933 the German Communists warned that Hitler meant war, but the world did not heed the warning, Deputy Prime Minister Walter Ulbricht stated in a TV interview on February 11th. The world should heed the warning given by the German Democratic Republic in 1960 that the West German militarists were bent on war.

"Why do we expose the plans of the West German War Ministry?" Walter Ulbricht asked. "Because if these plans are exposed early enough, then there is time to prevent war."

"The West German militarists see the situation like this: one day, or one night, they will launch a blitzkrieg with atomic weapons against the German Democratic Republic. They hope to advance to the Oder-Neisse frontier (the German-Polish frontier, ed.) within a few hours, before any other state can intervene. The only fault in this plan is that we know the blitzkrieg methods which the German militarists hope to use, and that today such a lightning attack can be answered within the space of a few minutes."

Walter Ulbricht explained that he had written to Chancellor Adenauer on January 26th with the aim of preventing a catastrophe for the German people and the world. (The text of the Ulbricht—Adenauer letter, which has been ignored by the West German Chancellor, was printed in GERMAN REPORT dated February 5th.)

The Deputy Prime Minister reiterated that official representatives of the German Democratic Republic were ready to meet at any time with West German Government representatives to negotiate on the following subjects:

1. An arms stop.
2. The removal of all nuclear weapons and rocket weapons from German territory.
3. A non-aggression pact between the two German states.
4. The strength and stationing of the armed forces of the two German states.

# W. GERMANY'S A-ARMS — THE FACTS

A factual statement on the present arming of West German forces with nuclear weapons was given by the defence correspondent of "The Times", London, on February 10th. Here is the summary given by this authoritative source:

### MISSILES

(i) **Matador** (sub-sonic ground-to-ground missile with range of 625 miles). — The (West) German Air Force began training with these last year.

(ii) **Mace** (development of the Matador, with a reported range of 950 miles). — The Bundestag defence committee approved an appropriation of £40m. in December for the purchase of Mace missiles.

(iii) **Honest John** (free-flight rocket, range 15 miles). — The German Army has 29 Honest Johns, two mobile firing ramps, and eight cement warheads.

(iv) **Sergeant** (ground-to-ground, solid propellant, range about 60 miles). — The Bundestag defence committee last month approved its purchase for the German Army.

All these weapons could be used with nuclear warheads.

### AIRCRAFT

The German Air Force has on order 640 Starfighter F104G jet aircraft, which can be used as fighter bombers, interceptors, or for reconnaisance, and 282 Fiat G91 fighter-bombers. Some of these aircraft could carry nuclear weapons.

### CONTRIBUTION TO NATO

NATO defence plans call for the setting up of 125 missile battalions (including surface-to-air as well as ground-to-ground) by 1963. Germany is scheduled to contribute nine missile battalions with a total of 288 missiles and 36 firing ramps. About 2 per cent of the Bundeswehr are to be trained in the use of these dual-purpose weapons.

### CONTROL

Nuclear ammunition for all German missiles and aircraft is kept in American custody, and could be released only by the Supreme Allied Commander, Europe (General Norstad).

* * *

Commenting on the report in "The Times", a spokesman in East Berlin made the following points:

1. The missiles named not only "could be used with nuclear warheads"; they are in fact solely designed for nuclear warheads, and no conventional warheads are made for these missiles.

2. Although at present the nuclear ammunition for West German missiles is

kept in American custody, the West German Government is pressing for the abolition of such "discrimination". On February 3rd President Eisenhower said he would like to stop treating his allies as "junior members", and would favour giving such allies the custody of nuclear weapons.

3. At present no nuclear or rocket weapons are situated in the German Democratic Republic. Deputy Prime Minister Walter Ulbricht stated on January 26th, however: "If the West German Federal Republic does not stop arming with atom weapons within a short period, the Government of the GDR will be forced to take appropriate defensive measures and request its allies to put rocket weapons at its disposal."

# MANOEUVRES THREATEN

The largest joint American and West German manoeuvres in history — involving more than 60,000 soldiers and 15,000 vehicles — threatened the borders of Democratic Germany from a distance of about 60 miles. The manoeuvres, called :'Winter Shield", include simulated atomic warfare tactics with repeated "mushroom cloud" explosions.

A NATO pamphlet discussing the purpose of the practice war explained the character of two units, the 14th and 30th tank brigades: "These tightly organised brigades have considerable power and are especially adapted for operations on a large and rapidly changing battlefield area dominated by nuclear weapons".

The manoeuvres centre in the area around Grafenwoehr and Hohenfels in Bavaria and thus threaten not only the GDR but also Czechoslovakia. According to official statements by the NATO commanders, the soldiers are urged to "gather fighting experience" for real action. "You will then emerge from the exercises as better soldiers — better prepared for final victory."

# Crossman For Common Sense On Germany

The British Labour Party should start campaigning for "the application by the West of a little common sense to the problem of the two Germanys", Richard Crossman, Labour M.P., stated in an article in the "New Statesman", London, on February 6th.

Mr Crossman, who had just returned from a tour of the two German states, made the following suggestions:

"Pending more thorough disarmament we should urge a short-term agreement between the four powers, under which no German soldier on either side of the partition line should be equipped with or trained in the use of nuclear weapons. By this means the present balance of German military power could be temporarily 'frozen' in such a way as to leave open the road towards a united Germany, armed only with a conventional militia. Secondly, we should propose a temporary settlement of the Berlin problem, under which the Russians underwrite the whole status quo in West Berlin in return for our de facto recognition of the DDR (German Democratic Republic)."

In his article Mr Crossman stated that the leaders of the GDR had had the good sense to relate their policy to the facts, and to put forward a workable compromise which was realistic, contributed to relaxation of tension, and had a better chance of leading ultimately to German unity.

"It is high time that responsible politicians in the West should begin to talk sense about Germany, even if this involves agreeing with the Communists. Naturally enough, the British Labour Party has been reluctant to take a line which would embarrass the Social Democrats in West Germany and West Berlin. But, now there is a grave danger of Dr Adenauer successfully sabotaging any agreement at the summit, I believe there are many Socialists throughout the Bundesrepublik (West Germany) who would secretly welcome a lead by the Labour Party. What is needed is a policy declaration on co-existence between the two Germanys, preceded by a restatement of some of the vital facts which western statesmen consistently ignore.

"The most important of these facts is the growing stability of the DDR ... the last three years have seen a steady and rapid consolidation of the Communist position in the DDR. Measured in terms of consumer goods, the standard of living is, of course, markedly lower than in West Germany. On the other hand, rents are much lower and social services are much better — in particular, health and education ...

"The increasing stability and economic strength of the DDR; the violence and irrationality of the West German feeling against recognition; the extent of actual collaboration between the two German states — these seem to me to be the three essential facts which must be brought to the attention of western public opinion and on which the Labour Party should base its suggestions for an interim compromise at this year's Summit."

# *PEACE TRIAL*

Professor J. D. Bernal, World Peace Council President, and Dr Hewlett Johnson, the Dean of Canterbury, testified in defence of the six members of the West German Peace Committee who have been on trial in Dusseldorf since November 10th on charges of being members of "a secret society ... aimed at subversion of the constitutional order".

Prof. Bernal defended the aims of the West German Peace Committee and pointed out the importance of preventing new conflicts from arising on German soil. He named the maintenance of world peace, disarmament and the banning of atomic weapons as the main goals of the World Peace Council and refuted the accusation of the West German prosecution that it was a Communist organisation.

# National Defence Council for GDR

The People's Chamber of the GDR passed a law on February 10th establishing a National Defence Council to co-ordinate all security measures taken in the German Democratic Republic.

The law stated: "After the conclusion of a peace treaty, and in connection with disarmament agreements, the National Defence Council will take important decisions."

# Help for Algeria

The German Red Cross of Democratic Germany is sending its 20th shipment of help to the Algerian independence fighters. The Red Cross organisation announced that the people of Democratic Germany have contributed money and goods worth 2,316,000 marks (almost £200,000) already to help Algeria.

# "RECOGNISE GDR"

Britain should recognise the German Democratic Republic, Emanuel Shinwell, leading Labour M.P. told the House of Commons on February 11th. Mr Shinwell, former Defence Minister, was speaking on a Labour motion calling on the British Government to press for an area of limited arms in central Europe, and deploring "the arming of West German forces with nuclear weapons before the summit talks have been held".

Other M.P.s, including Lord Hinchingbrooke, Conservative, and Harold Davies, Labour, called for recognition of the GDR. The Labour motion was defeated by 322 to 233.

Denis Healey, Labour, introducing the motion, stated:

"The agreement of NATO to supply West Germany with atomic arms represents almost an abdication of reason . . . Perhaps the most serious danger of all is shown by the fact that East Germany has already publicly stated that if these weapons were supplied to the West German forces it will seek the right to obtain similar weapons from Russia. The situation in Europe will inevitably become more dangerous if both sides in a divided Germany, bitterly opposed to one another in ideals, policies, and social structure, each have the power to start the type of atomic conflict which can engulf the whole world in war."

Dr Alan Thompson, Labour, stated:

"To oppose nuclear weapons for Germany you do not have to be a communist or a pacifist. There are millions of people in Europe who believe in close co-operation with NATO, and who still have serious misgivings about providing Germany with these weapons.

"They believe it is a decisive and dangerous step. Yet arrangements go ahead to equip West Germany with nuclear missiles that could strike 900 miles into Soviet territory. They could also strike Birmingham, Leeds, and Dublin."

E. W. Short, Labour, stated:

"There should be agreement not to arm East Germany, West Germany or Poland with nuclear weapons, a phased withdrawal over five or seven years of all foreign troops in the three countries, and some sort of equilibrium between the national armies of those countries."

Frank Allaun, Labour, stated:

"If M. P.s asked their constituents whether nuclear weapons should be given to the Germans, the answer in nine cases out of ten would be that they should not even be given pea-shooters."

Jennie Lee, Labour, stated:

"The same kind of territorial ambition which led Hitler to disaster after disaster is now the official policy of Dr Adenauer's Government. The Germans are issuing notice to Poland and other surrounding countries that if they get their way they will massacre Poland.

"We are now faced with the same truculent, arrogant Herrenvolk in charge of German destiny as we had under Hitler. The same industrialists who upheld Hitler are now upholding Adenauer.

Emanuel Shinwell, Labour, stated:

"The British Government should face the fact that the German Democratic Republic exists, and should recognise it. What would be the consequence? Dr Adenauer would be furious. The Americans might be too. But why can't we take a line of our own occasionally? We should tell West Germany that they must come to some sort of agreement with East Germany."

# AFRICA & THE TWO GERMAN STATES

**The two German states have a fundamentally different approach to the problems of Africa. The German Democratic Republic, by its very nature, is anti-colonialist, and endeavours to help the peoples of Africa in the struggle for national freedom. The West German Government on the other hand pursues a neo-colonialist and imperialist policy.**

**These are the conclusions reached in an article published in the "Außenpolitische Korrespondenz" (No. I/1960), official publication of the Foreign Ministry of the GDR. The article is reproduced in condensed form below:**

## *I. GDR & Africa*

The German Democratic Republic is the first really peaceable anti-colonial and anti-imperialist state in German history. The official statement issued by the Political Bureau of the Socialist Unity Party on the 10th anniversary of the foundation of the GDR stated:

"The foreign policy of the German Democratic Republic is not based on the imperialist principles of exploiting and oppressing other peoples, but on the principles of proletarian internationalism and peaceful co-existence, which supports the national liberation struggle of the oppressed and dependent countries, and which fosters friendly relations with anti-imperialist national states."

On this basis the GDR has established relations with many African states in the fields of economy, culture and other fields. The GDR maintains a consulate general in Cairo, trade missions with consular rights in Accra and Konakry, and a trade mission in Khartoum.

Official trade pacts, based upon equality and mutual interest, have been concluded with the United Arab Republic, Sudan, Guinea and Ghana.

An important form of cooperation with the African states is the technical and scientific help given by the GDR without any political strings. A large number of specialists from our nationalised industry are erecting whole factories in these countries, and are training African workers as skilled workers and specialists. Several hundred young Africans are studying at universities and technical high schools in the GDR. When they have completed their training they will be able to play an important role in the national economy of their countries.

Since its foundation the GDR has supported the sovereign states of Africa, and has given help to the liberation movement of the African peoples in those countries which are still dependent.

The GDR has supported the just and heroic fight of the Algerian people for independence. The people of the GDR

have sent goods valued at over 2 million marks to the people of Algeria; many wounded Algerian freedom fighters have received hospital treatment in our Republic, and more than 100 Algerian students, many of whom were persecuted in France and West Germany, are now studying in the GDR.

Our Republic helped the young Republic of Guinea to overcome the boycott imposed by the French imperialists. The GDR was one of the first states to recognise Guinea, and the young Republic of Guinea concluded its first international agreements with the GDR — a trade agreement, a cultural agreement, and an agreement on the exchange of trade missions with consular rights.

In its note to the African states participating in the Monrovia Conference from August 4th to 8th 1959, the Government of the GDR expressed its support for the peoples of Uganda, Kenya, Rhodesia and Nyasaland who are still fighting for their independence.

The policy of the GDR is completely opposed to every form of racial hatred, racialist terror, or racial discrimination. The Constitution of the GDR makes all forms of racial discrimination subject to heavy punishment.

## 2. W. Germany & Africa

The policy with regards to Africa pursued by West Germany is completely different: it is an imperialist and neo-colonial policy. West German policy is dominated by 25 imperialist monopoly groups, which control 80 % of the West German share capital. The West German imperialists are returning to the "traditions" of colonial policy practiced by Kaiser Wilhelm and Hitler. In view of the changed international situation they find it necessary to camouflage their actions with propaganda statements that "Germany was always an anti-colonial power", but despite this there are many proofs that the nature and the goals of German imperialism have not changed.

On April 24th 1954, for instance, Reinhold Bender, who represented the Refugee Party in the West German Parliament, called on the West German Government to request the United Nations to assign territory in Africa to West German trusteeship. Chancellor Adenauer himself had written many years ago in the Hamburg magazine "Europaeische Gespraeche" (No. 12, 1927):

"We need more room for our people, and therefore we need colonies . . . First we should try to get a colonial mandate, in order to go one step forward, but we should never forget our aim of possessing freely colonies of our own."

German imperialism, in its struggle to win raw materials and markets in Africa, is intervening more and more in the internal affairs of the African states and peoples. When the GDR and the United Arab Republic agreed to exchange consulates general in spring 1959, the West German Government attempted to dictate to the United Arab Republic the form of its relations with the GDR. At present the West German press is campaigning against Ghana, because the Ghana Government has decided to establish a state monopoly for its timber reserves, which are threatened by ruthless imperialist exploitation.

A special role is played by the West German Gehlen Espionage Service, which has maintained since 1955 an "Africa House" in Stuttgart, in which West German agents are trained for work in Africa. Main contacts for the Gehlen Service are the former members of the nazi "Afrikakorps" who have gone underground in Africa, the foreign trade representatives of West German big business, and the former German colonies in Africa with their considerable populations of German origin (13,000 in South West Africa, for instance).

In its economic and cultural relations with Africa, the German imperialists pursue a policy aimed at undermining the national independence of the African states. According to West German sources, West German investments in Africa amount to about 145 million marks, and attempts are being made to guarantee these investments by means of "capital protection agreements", which would prevent these capital investments from being nationalised.

In addition the German imperialists are working on various plans to win new positions in the African economy, such as the "Five Point Plan for Africa of the European Economic Community", designed to peg the way for West German capital in the French and Belgian colonies.

The West German cultural policy towards Africa includes the misuse for political purposes of the more than 2500 West German missionaries, priests and nuns in various African countries. In addition, right-wing West German trade unionists have been sent as "social attachés" to various West German diplomatic missions with the aim of influencing the African trade union movement.

A decisive factor in West German policy is the support given to the NATO policy with regard to Africa. West Germany is a partner in the 17 NATO air bases and 8 NATO naval bases stationed in Africa. During the 1956 imperialist aggressions against Suez, Adenauer described this action as a "legitimate political goal"; and during the acts of aggression against Lebanon and Jordan West German planes flew convoy for the aggressive forces. The West German imperialists have granted their French NATO partners more than 1,500 million marks to help wage war in Algeria; and in addition West Germany has cooperated in the production of the French atomic bomb to be tested in Africa.

## 3. Conclusions

This analysis shows that West Germany is pursuing an imperialist and neo-colonial policy, and that German imperialism is not only the deadly enemy of the German people, but also of the African people.

The German Democratic Republic, on the other hand, stands firmly on the side of the African peoples. Every step taken by the African states to consolidate relations with the GDR is a blow against German imperialism, and a blow for the maintenance of peace.

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## GDR Delegation in India

India was the last stop in Asia for the GDR government delegation which has been visiting the Far East. The delegation, led by Deputy Premier Heinrich Rau, conferred in New Delhi on February 8th with Prime Minister Nehru as well as with Defence Minister Krishna Menon and other ministers and political leaders. In a press conference held in New Delhi, Heinrich Rau stated that he was happy to have found "so great an understanding amongst Indian leading circles with whom we spoke for the efforts of the GDR to preserve peace and to settle all problems with the Federal Republic by negotiations."

Before visiting India, the GDR delegation had been in Burma where it was announced that the GDR would buy 50,000 tons of rice and was negotiating for the purchase of Burmese timber and oil-cake in exchange for industrial equipment.

# New Schools for New Times

by Joan Becker

The new education law passed in the GDR early in December 1959, shortly after a very detailed decree on the organisation and running of schools in the German Democratic Republic, dots the i's and crosses the t's of a whole series of changes which have been going on during the last few years.

It is also the second big change in the educational system in the eastern part of Germany. The first was the change-over to a democratic system after the defeat of fascism, when a unified educational system for all children was introduced for the first time in Germany. Fascist ideas — with the fascist text-books and fascist-minded teachers who had used them — were removed and an entirely new line of thought for Germany — of peace, international friendship and detestation of imperialism and agressive war — was given free scope to develop. The standard of education in country districts was gradually levelled up with that in the towns — a tremendous job in itself, considering that most country children had been taught very little beyond the three R's, which was considered quite enough for farm labourers.

This change-over has already produced a generation of young people with very different ideas from those pumped into their fathers' and mothers' heads — with more or less success — twenty or thirty years ago.

## Changes Needed

But during the first ten years following the war main emphasis was placed on book learning. There were also all sorts of difficulties due to lack of experimental facilities, lack of teachers and school buildings and so on.

It has been clear for some time that further far-reaching changes had to be made: one very practical reason was that development towards socialism in the German Democratic Republic had to be accompanied by very rapid advances in technology, so that it became absolutely necessary to pay more attention to the natural sciences in the general schools. And natural science subjects can obviously not be taught simply from the blackboard.

The other main reason was connected with the need to develop a socialist consciousness along with socialisation in industry and agriculture. People who run enterprises where highly technical processes are carried out have to know all about what goes on in their enterprises, and on the other hand, the worker who presses the button to set automated operations in motion also has to understand what is happening, so that the gulf between manual and mental work is gradually disappearing. Children were leaving school without much practical understanding of these developments and it was felt that general education must take them much further than had hitherto been the case. They would have to get some basic knowledge of various production processes before leaving school.

## Daily Life

During the last few years groups of children were taken to visit selected enterprises and teachers often did their best to link their teaching with daily life, but it all remained rather vague and academic. Too much time could not be given to this side of things, either, since the arts and humanities could not be neglected. The only solution therefore was to lengthen the period of compulsory education and try to squeeze in as much as possible in the time available.

The new law, which was discussed and often very hotly argued about for more than a year by educationists, workers in the factories and on the land, parents and scientists of all kinds before it was formulated and presented to the People's Chamber for approval, provides for what is called a compulsory "ten-year general polytechnical high school" for all children (from 6 to 16), which may for convenience be called a comprehensive school. This new type of school is to be introduced gradually everywhere by 1964, according to local conditions — the number of buildings, teachers, etc. available. The existing ten-year middle schools have already started teaching according to the new syllabus and it has also been introduced (in September 1959) as far as conditions permit in all the present eight-year primary schools, which will be expanded to include two senior classes during the next few years. There are of course no school fees, all schools are government controlled and parents earning less than 500 marks (about £42) a month can apply for allowances for their children during their 9th and 10th years at school.

The really new factor in these comprehensive schools is the emphasis placed upon polytechnical education. To quote the new law: "Education in the socialist school must be closely linked with productive work and with the practice of socialist construction. The school must prepare young people for life and work in a socialist state, and must educate them to be all-round polytechnically well-informed people with a high standard of general education. It must educate them to solidarity and collective action, to a love of work and for the working people . . ." Farther on the law states: "Instruction must be given on the lines laid down in the government teaching plan and must maintain scientific accuracy and systematic teaching methods. The latest scientific knowledge must be the basis of instruction, theory and practice must be linked and modern teaching methods must be based upon and encourage independent activity by the children themselves."

## Theory & Practice

Tentative experiments in the difficult business of linking theory with practice were begun with the so-called "Werkunterricht" some years ago. Children did some simple carpentry and metalwork in their sixth, seventh and eighth school years — wrought-iron candlesticks was one of the efforts in our school — and younger children helped in the school garden, spent a few weeks in a country home school so as to learn something about what went on in an agricultural production cooperative or in a machine and tractor station. But they were more or less spectators and this did not get to the heart of the problem. It was felt that children should get much closer contact with actual production and with the people doing productive work.

That is why a four-year elementary metal-working course was introduced which takes children right into factories for three or four hours every week. The school which my children attend, for instance, has a patronship contract with a precision mechanics enterprise called "Secura" which now specialises in cash registers. Starting in their seventh school year they go through a course

starting with very simple metalwork — filing metal parts to scale, making simple hinges and such things — in the apprentices' workshop, after which they go through the various departments until in their tenth school year they should be doing small useful technical jobs and also have some theoretical knowledge of the whole production process in "Secura". A new theoretical subject — taught two hours a week — has been introduced in the tenth school year which is called "Introduction to Socialist Production", which gives them an insight into the organisation of socialist production which would formerly only have been picked up in the course of some years of practice. Some time is also to be devoted to giving town children some idea of socialist agriculture, but in most cases for the time being this will have to be done in the school holidays.

Trade school teachers and workers in the factories helped the school teachers to work out this syllabus and young workers are being encouraged to take an interest in children from "their" school, so that contacts are not entirely confined to lessons.

Class teachers also accompany their children on their "day in production", not only to see that they get there punctually and behave properly, but also to maintain contact with polytechnical instructors and to see how they can combine what the children learn there with their theoretical lessons in school. This is of course not difficult for mathematics or physics teachers, but for teachers of languages, history or other subjects a good deal of thought has to be given to linking it up in an unforced way.

## Far from Easy

This whole business is far from easy. In fact it is extremely unwieldy at the moment. Almost a whole school day is now devoted to polytechnical education in the senior classes, so that it is quite a problem to fit in all the usual subjects. Six lessons a day are supposed to be the maximum for senior classes, but in practice one or two extra hours' language teaching or gymnastics often have to be added on.

The other big difficulty is connected with the lack of teachers. Two years' more schooling for all children means literally thousands more teachers, and they have to be trained. During 1959 a big appeal went out to young men and women workers to enlist for teachers' training, and in September 1959 about 2,000 actually did start training. But they must train for at least two years and then start teaching with the very minimum of pedagogical knowledge, so that they will be studying at home in their spare time for some years to come. Nearly all younger teachers are also taking courses in subjects other than those which they are at present teaching, so that there is tremendous activity throughout the profession. Every available teacher is working and there are practically no reserves in case of illness or other causes of absence.

## Higher Education

But these difficulties will certainly be overcome during the next few years. This ten-year comprehensive school will then be the principal basis for all further education and training. At sixteen pupils will go on to a compulsory two or three-year trade school course during which they can also study for the university entrance examination. This will in future be the most usual way of entering a university. There will still be a certain number of twelve-year high schools, called "expanded twelve-year polytechnical high schools", which give four-year courses from the ninth to the twelfth school year, ending in the "Abitur", or university entrance examination. But pupils leaving these schools will also be required to do one year of practical work before entering university, so that they will start their higher education at about the same age as those who have gone through trade school. There will in any case not be more than 30 per cent attending these expanded high schools.

There are of course all sorts of facilities for workers who left school before these changes took place to reach university standard — in workers' and peasants' faculties, evening schools and factory academies.

The new law also emphasises the importance of popular interest and support for education, which has increased very much in recent years. It expressly states that "schools and government education authorities are required to maintain close contact with socialist production enterprises in industry and agriculture in dealing with all questions of education to socialism and organisation of school holidays. The nationally owned enterprises and agricultural production cooperatives are responsible for helping the schools with polytechnical instruction, especially for the 'day in production'" ... and that "parents and other persons in charge of children have the important duty of bringing up children to be ready and willing to take an active part in work in socialist society. It is their task to help the schools ... Parents take part in the work of the schools through elected parents' committees ... which must help to put our socialist school policy into practice ... Schools are required to work closely with parents' committees ..."

There are also a number of other clauses connected with teachers' training, education in nursery schools and after-school clubs and boarding schools.

My two children have been going to school here in Democratic Berlin since 1952 and 1953 and I have had the chance to see them develop very well, even though they and their little friends have to some extent been "guinea-pigs". There have been many difficulties. Some subjects have been neglected — music, for instance. And in Democratic Berlin only about 30 per cent of schools have really adequate facilities for experiments (our school not being one of the lucky ones). There have never been and there are still not enough gymnasiums, sports fields or swimming baths.

But we do not forget that these shortages are not only due to the tremendous amount of war damage suffered by Berlin and other big cities, but also to the extremely generous, large-scale expansion of education for all. All our children are now learning what only the children of well-to-do middle-class parents could learn in German before, and far more — under incomparably better conditions — than poorer children can learn in West Germany today.

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## STUDENTS GET 1000 MILLION

Democratic Germany spent approximately 1000 million marks (over £80 million) on higher education in 1959, it was officially announced in Berlin. The GDR has now reached a ratio of 56 university and technical school students for every 10,000 of the population compared to 35 per 10,000 in West Germany.

None of the students pay anything for tuition expenses and over 90% are granted stipends to cover living and other expenses. About half of all new students in 1959 had already worked, usually for a year, in factories or at other jobs, thus gaining experience and a better idea of future career wishes.

The number of women students went up from 35% in 1958 to just short of 40% in 1959 and at the medical schools as high as 55%.

Young people from workers' or peasant families made up 65% of the entire student body in 1959.

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# More and More

## Facts . . .

Industrial production in Democratic Germany increased by 12% in 1959, official statistics published on February 7th in East Berlin showed. This big increase, far higher than in any western country, was passed on to the consumer; shop sales figures showed that every man, woman and child spent an average of 230 marks more in 1959 than in 1958. This was enough to buy a small radio or a new suit or to pay 4 or 5 months' rent.

In some fields, 1959 production was well over the planned figures — iron and steel, vehicles, or beef production, for example, and the plan as a whole was overfulfilled by 1.4%. In some sectors targets were not reached, though here too production was well up on 1958. Home construction was a case in point — 79,770 flats were built in 1959 (compared with 63,741 in 1958), but the plans had called for about 85,000 new flats. Milk, eggs and pork also lagged slightly behind target figures, partly because of the summer drought.

Nevertheless, there was a steep increase in the consumption of many foods; people in Democratic Germany were already eating more fish, sugar and butter than West Germans in 1958, and in 1959 they probably caught up in meat consumption (with 124 lbs per capita annually) although comparative West German figures are not yet available. The gap in citrus fruits, coffee and cocoa, though still fairly wide, was cut by larger imports than ever before.

Purchases of durable goods like cars, TV sets and refrigerators took a steep upward turn. This was due to production increases ranging from 35% to 65% and to heavy imports: 38,000 TV sets and nearly 10,000 cars were imported from other socialist countries.

The table below gives a summary of some of the key figures (domestic production not including imports).

## Figures . . .

| Product | 1950 | 1958 | 1959 |
|---|---|---|---|
| Electric power (mill. kWh) | 19,500 | 34,800 | 37,200 |
| Pig iron (1000 tons) | 337 | 1,774 | 1,889 |
| Ingot steel (1000 tons) | 999 | 3,043 | 3,207 |
| Hot-rolled steel (1000 tons) | 781 | 2,265 | 2,487 |
| Cement (1000 tons) | 1,412 | 3,330 | 4,205 |
| Sulphuric acid (1000 tons) | 245 | 531 | 562 |
| Paper (1000 tons) | 321 | 487 | 515 |
| Cars (units) | 7,165 | 38,000 | 52,700 |
| TV sets (units) | 000 | 180,000 | 290,000 |
| Refrigerators (units) | 658 | 53,400 | 86,600 |
| Dederon (like nylon) (1000 metres²) | 000 | 4,330 | 6,360 |
| Dederon stockings (1000 pair) | 000 | 34,700 | 41,700 |
| Shoes (leather) (1000 pair) | 7,958 | 19,774 | 22,943 |

# BERLIN NOTEBOOK

By John Peet

Various newspapers in the western world have lately and belatedly printed details of the nazi records of members of the West German cabinet, but for some reason they have missed the name of one of them. This is Joachim von Merkatz, who is Minister for Bundesrat (Upper House) Affairs. Herr Merkatz was not only a member of the Nazi Party, but also secretary general of the Ibero-American Institute in Berlin, a nazi outfit which organised fascist Fifth Column activities in Latin America during World War Two.

Curiously, or not so curiously, Adenauer's nazi ministers seem to gravitate to the Buchmanite Moral Re-Armament movement. The "MRA Information Service" dated January 30th 1960 features a front-page headline "Co-Existence is Impossible Says Chancellor Adenauer's Representative at Strategy Conference", which quotes Herr Merkatz as saying: "Co-existence is impossible with an ideology which disregards moral standards." Since Herr Merkatz managed to "co-exist" very profitably with the nazi ideology for many years, it can only be assumed that he regarded, and regards, nazism as moral.

Theodor Oberlaender, Adenauer's notorious Refugee Minister, is another man who has found a haven in Moral Re-Armament. Men like Merkatz and Oberlaender must find they have much in common with Dr Frank Buchman, head of MRA, who stated, after a visit to nazi Germany in 1936: "I thank God for men like Adolf Hitler.".

* * *

A pretty breath-taking alibi for being a nazi has been produced by Herr Gerhard Schroeder, Minister of the Interior in the West German Cabinet. Let me quote the American news magazine "Newsweek" of February 1st 1960:

"Gerhard Schroeder, 49, is Interior Minister in Chancellor Adenauer's Cabinet, charged with responsibility for suppressing neo-Nazism. A possible successor to Adenauer, Schroeder told the Bundestag (West German Parliament) on July 4, 1958: 'I was neither before the Third Reich, nor during the Third Reich, for a single minute a National Socialist.' Yet the U.S. document center in Berlin, recently closed to reporters on orders of the State Department, contains proof that Schroeder was a party member from 1933—43.

"What is the explanation? To find out, NEWSWEEK reporter Reginald Peck questioned Herr Schroeder and got these revealing replies:

**Were you a Nazi?** Certainly not.

**But aren't you listed as a party member from 1933—43?** It is true that I was a member ... but in the circumstances of the time membership did not necessarily mean that one was Nazi in thought.

**Then why did you join?** I was a young lawyer and knew I could never get anywhere ... without being in the party ...

**It has also been said that you were in the Storm Troopers.** That is untrue. I was only a candidate.

**Then you tried to join. Why?** Because I was given to understand that I had not made much of an impression in the party, and that I had better do something ...

**Why did you leave the party?** I was regarded as pretty poor material by the Nazis, so I stepped out.

**Why have you never made your past public?** Because I am opposed to reopening this whole wretched de-Nazification business ..."

That is what West German Minister Schroeder had to say to "Newsweek". I cannot recall any other case in which a prominent politician has so blatantly condemned himself in trying to explain away his murky past. He does not even claim, as many old nazis do, that he was forced to join Hitler's party. He joined it, with his eyes wide open, for purely careerist motives: "I knew I could never get anywhere without being in the party". When the nazis fell from power he quickly put on a Christian-Democratic hat; and it has certainly got him somewhere — into the West German cabinet.

But Herr Schroeder was being rather less than honest in his interview with "Newsweek". He claims that he was only a nominal nazi, and not a "nazi in thought"; but the thesis which he submitted to Bonn University in 1933 to gain his doctorate makes him look very much like a nazi in thought too. It is difficult to render into English the peculiar racialist jargon of nazi-German, but here are a couple of sentences from this thesis:

"We are struggling to replace so-called objective science by a science firmly founded in the folkish-political basis of our race, a science which sets its own standards on the basis of our National Socialist philosophy ... We want a German Weltanschauung, born of the blood and soil, struggle and hardship, work and fate of our German people."

It could well be a quotation from the works of Adolf Hitler, but it is a quotation from the works of Adenauer's Minister of the Interior, the man who has filed legal charges aimed at banning the West German VVN, the Association of Persecutees of the Nazi Regime.

* * *

But let us turn away from the nazis, and consider philology. I should really have known better than to use the word "brinkmanship" in the main headline of the previous issue of GERMAN REPORT. Readers in Britain and USA will have had no difficulty with this long but expressive word, but I have already had a number of queries from worried English teachers in the German Democratic Republic who are being badgered by the pupils to explain a word which they can find in no dictionary.

The answer is really quite simple, if you know it. A few years ago, British author Stephen Potter wrote an extremely amusing book entitled, if I remember rightly, "Gamesmanship — Or the Art of Winning Games Without Actually Cheating". When John Foster Dulles, a few years ago, proclaimed that he was ready to lead the United States to the very brink of war, the word "brink" won a new and terrifying meaning. The word "brinkmanship" was soon coined, I do not know by whom, to describe the black art practiced by Dulles and his imitators. It is a useful word, but I hope it will soon be of purely historic interest.

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